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ABSTRACT

Over the past 50 years, theoretical and methodological problems have plagued the study of leadership. This paper, proposing an alternative theory, argues that leadership has three fundamental components: projection and social control, which are linked by action. Projection is the visualization of a project to be completed. Educational administrators as leaders hold an image of the school or district that they administer and inspire subordinates to embrace and act on and with the projection. Social control encompasses two different types of leader/follower relationships. Authority-based relationships are likely to induce voluntary action from followers, whereas power-based action results in compliant behavior from followers. Four different control modes are associated with authority and power, respectively. Social control involving authority comprises modes of establishing and maintaining charismatic, traditional, legal, and expert relationships. Social control involving power comprises modes of employing psychological, moral, contractual, and technical resources. Action is accomplished through observation or inspection, interpretation or explanation, representation or posturing, and authentication or sanctioning while fulfilling the administrative functions of management, evaluation, training, and socialization. An educational administrator's particular leadership style depends on the character of the leader's projection, the mechanisms and modes in social control, and the emphasis in administrative action functions and activities. (Eight references) (MLH)

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ADMINISTRATIVE LEADERSHIP AS PROJECTION, SOCIAL CONTROL, AND ACTION

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ADMINISTRATIVE LEADERSHIP AS PROJECTION, SOCIAL CONTROL, AND ACTION[1]

Introduction

The idea of leadership has fascinated western society in general and scholars in particular at least since the publication of Niccolo Machiavelli's, The Prince in 1532. Most scholars regard Machiavelli's work as the first systematic study of what the conduct of leaders is rather than what the conduct of leaders ought to be. Within the study of leadership, educational leadership has been a consistent research theme of scholars and a perennial concern to practitioners. Although educational leadership has continued to be a research theme, the level of research activity specifically directed to the study of leadership with respect to schools and other educational organizations has declined since about 1975 (Immengart, 1988).

Within the field of public education since 1980, national, state, and local level concerns for excellence in public education have stimulated among practitioners a mild resurgence of interest in effective educational leadership. Interest in educational leadership has also been stimulated by the conclusions of school effectiveness research (Purkey & Smith, 1983). Within this body of research, an important conclusion is

1. Portions of this paper are drawn from: Reed, D.B., Krysinski, P.R., Gougeon, T.D., & Furman, G.C. (1988). Leadership profiles: An instrument to assess leadership styles of school principals. A paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana; and, Krysinski, P.R., Reed, D.B., Gougeon, T.D., & Earmarking, M.D. (1987). (ERIC Document Reproduction Service No. 282 314). However, substantive changes in the theoretical formulation of leadership are presented in the present paper.

that school principals play an important leadership role in schools deemed effective (Purkey & Smith, 1983). A similar assertion is made with respect to superintendents in districts deemed effective (Cuban, 1984). In spite of a somewhat renewed interest in educational leadership, conceptualizations and understandings of the role of the principal, superintendent, and other administrators as educational leaders are fraught with vague notions regarding what effective administrators acting as educational leaders actually do and how they do it.

Over the past fifty years, four orientations to the study of leaders and leadership in general have emerged in a more-or-less sequential manner. These orientations include investigations oriented to studying: (1) traits of leaders and traits associated with leadership, (2) styles of leaders and styles associated with leadership, (3) behaviors of leaders and behaviors associated with leadership, and (4) situations or contingencies experienced by leaders and situations or contingencies associated with leadership (Immengart, 1988). With respect to educational leadership, studies have roughly paralleled yet lagged behind studies beyond the field of education.

In spite of the numerous studies of leaders and leadership over the last fifty years in general and in education in particular, theoretical and methodological problems have plagued the study of leadership (Immengart, 1988). Setting aside methodological problems, there are two important and related theoretical problems associated with the study of leaders and leadership which should be noted.

The two theoretical problems are concerned with the accepted conceptualizations of leadership and with the theory associated with conceptualizations of leadership. Immengart (1988, p. 272) notes, "There really are not commonly accepted conceptualizations [of leadership], and there is very little of what could be really called leadership theory to guide inquiry." Immengart continues (1988, p. 273), "A consequence of the present state of conceptualization of leadership is the aconceptual and atheoretical nature of all too many studies. In numerous instances, there is simply no conceptualization guiding the inquiry."

Arguing for an emphasis on theoretical development and a redirection of the study of leadership, Immengart (1988, p. 273) states, "Perhaps the real problem with respect to leadership theory and conceptualization has been the lack of theoretical development. Rigorous attempts at theory building are somewhat scarce. Many existing efforts are merely attempts to theorize or conceptualize <u>about</u> leadership as opposed to being serious work directed toward developing theories or conceptualizations <u>of</u> leadership."

Immengart (1988, p. 273) concludes his critique of the current status of conceptualization and theory development of leadership by stating, "Improved conceptualization of leadership seems critical at this time for further advancing inquiry and the understanding of leadership. ...it may well be time to move on to the investigation of <u>leading</u> rather than <u>leadership</u>." This is to say, a conceptual understanding of the categories of process

associated with leadership and a theoretical understanding of the theoretical relationships among these processes would advance the study of leadership at this time.

Purposes of the Paper

In response to the character of the general literature concerned with leadership and that which is particularly concerned with educational leadership, a theory of administrative leadership focusing on leading was formulated; one purpose of the paper is to present a summary of this theory. In addition to contributing to the general literature concerned with leadership, as well as contributing to the specific literature concerned with the leadership of school administrators, the leadership theory presented in this paper was developed to guide a series of in-depth case studies of practicing school administrators who hold positions in schools and school districts where administrators are likely to act as leaders and where administrative leadership can be investigated with relative ease. Hence, a second purpose of this paper is to indicate how this theory can be used in empirical investigations of leadership including administrative leadership.

In response to the recommendations of Immengart and others that leader and leadership theory should focus on the processes associated with leaders and leadership, the theory presented in this paper was developed to specifically include processes associated with administrative leadership. The theory rests on the work of Douglas E. Mitchell and William G. Spady (1983). The work of these theorists in its original form was, however,

oriented to developing a theoretical understanding of the relationship between a teacher and students and not concerned with leadership specifically. However, by assuming that teachers are leaders in the most fundamental sense and that students are followers in a very real way, the work of Mitchell and Spady can be transformed into a theory of leadership as it has been summarized in this paper. The resulting theory can then be modified to provide understanding of various leadership roles in different types of organizations including administrative roles in schools.

Limitations of the Paper

This paper has at least four limitations which are important to note. One limitation is concerned with the characterizations of the analytic categories associated with various aspects of the leadership theory. In all instances, conceptualizations of the analytic categories are underdeveloped; in some cases, characterizations are not presented. A second limitation is concerned with the independence of the analytic categories. In all cases neither arguments nor evidence is presented to support the implicit assumption that analytic categories and their various subcategories are independent. A third limitation is concerned with the exhaustiveness of the analytic categories. In the discussion of the theory, arguments are not presented to support the implicit contention that the analytic categories and subcategories form an exhaustive set. And, a fourth limitation is concerned with the discussion of the relationships and the consequences of the relationships for leaders and followers among

the categories and subcategories which compose the theory. In this paper only one set of relationships and associated consequences is discussed. A full and complete exposition of the leadership theory summarized in this paper would provide rich and supported conceptualizations of all analytic categories, evidence and arguments regarding the independence and exhaustiveness of all the categories, as well as a detailed discussion of the relationships and consequences for leaders and followers of the relationships among the categories and subcategories.

Leadership as a Type of Relationship among Individuals

For purposes of the theory presented in this paper, it is useful to explicitly state several assumptions which stand behind the theory. First, it is assumed that leadership requires at least two individuals who stand in a particular relationship to each other. In the simplest case of two individuals, if one individual is the leader, then the other must be the follower. With respect to one or more followers, a leaders may hold a formally constituted position of leadership, a traditional position of leadership, or an informal role of leadership. Normative notions, theoretical conceptualizations, and empirical descriptions of leadership hold that a leader has an important influence on the actions of followers. It is recognized that the reverse is also true to a lesser degree (Dahl, 1961). It is the character of and the processes associated with the influential relationship of leaders to followers which is the subject of the present paper. More specifically, it is the relationship of public school administrators as leaders to subordinates and

others as followers which is the focus of the theory summarized in this paper.

A second assumption is concerned with the character of leader and follower activities. It is assumed that both leader and follower activities are largely intuitive, spontaneous, and involving. Hence, the participants do not notice with much detail the activities in which they are engaged. Consequently, neither leaders nor followers can report with much clarity their activities as leaders or followers.

A third and final assumption which is important to state explicitly is concerned with the social character of leadership. Most scientific and literary writing concerned with leadership implicitly assumes that leadership is heroic in character. In the theory presented in this paper it is assumed that leadership is not necessarily heroic but more likely to be modest and subtle. Additionally, it is assumed that leadership occurs in a variety of traditional and very familiar human relationships. These include, for example, relationships between mothers and children, teachers and students, principals and teachers, superintendents and principals, and professors and graduate students.

Conditions under which Leadership is Observable

Before presenting a theoretical formulation of leadership, it is first important to discuss briefly the conditions under which leadership is observable and, hence, can be investigated empirically. Be it an informal group, a traditional institution, or a formal organization, the presence of leadership by an

individual with respect to others can only be observed under two sets of conditions. One of these conditions occurs when a leader attempts to change the actions of followers, and there is at least some resistance by followers to the change. In this situation there is a dynamic tension between the leader and at least some followers and perhaps between and among some followers. The second condition under which leadership is observable occurs when situations beyond the group, institution, or organization work to influence followers, and at least some followers are influenced. In this case there is a dynamic tension between the leader and at least some followers, and perhaps between and among some followers, to stabilize the actions of followers. It is only when there is a dynamic tension between a leader and some followers that leadership as <u>leadership</u> is observable. When tension occurs between a leader and followers, then and only then are the actions of a leader as a <u>leader</u> and followers as <u>followers</u> observable. When there is an absence of tension between a leader and followers, leadership cannot be examined and studied even though it may be present. Contrary to most theories of leadership, the theory presented in this paper assumes that leadership can exist where follower actions are stabilized and maintained as well as changed. Leadership can change follower actions in the face of stability, stabilize follower action in the face of change, and maintain follower action when neither change nor stability appear on the horizon. With respect to administrative leadership in schools and school districts, it is important to note that the theory

presented here conceptualizes administrative leadership more broadly than that which is oriented to instructional change and improvement.

Leadership as Projection, Social Control, and Action

Leadership in general and educational administrative leadership in particular can be viewed as having two fundamental components linked by a third. These are projection and social control linked by action. The theory of leadership summarized in this paper argues that an administrative leader must hold a projection of the desired state of the school or district. Additionally, the administrative leader must be skillful in the use of social control to influence the actions and/or behavior of followers. Administrator projection and social control are linked through administrative action which is manifest in four administrative functions: management, socialization, training, and evaluation. And, each of the functions is enacted through a combination of four processes which include observation or inspecting, interpretation or explaining, representation or posturing, and authentication or sanctioning.

In the following three sections, first the concept of projection will be described. Second, the concept of social control will be characterized. And, in the third section, the concept of action will be presented. In a separate section it will be shown how action as administrative action is linked to both administrator projection and social control.

Projection

The meaning of the term projection is derived from the term project. In everyday language, a project is something to be completed at a later time or something which has been completed at a previous time. In the contemporary vocabulary of public education, the "vision" a school administrator may hold regarding the future qualities which are desirable to attain with respect to his or her school or school district is a type of projection.

Leaders as leaders hold and are able to convey two types of projections to followers. One of these projections involves the future of the group, institution, or organization. And, the other projection involves the history of the group, institution, or organization.

Some observers argue that projection is a unique capability of human beings. Projection is the ability to mentally "project" oneself into the future and envision that some project will have been initiated and completed. In a similar fashion, it is also the ability to mentally "project" oneself into the past and envision some project having had been initialed and completed. In the English language, it is the future perfect tense by which future projecting is articulated, and it is the past perfect tense by which past projecting is communicated.

It is the comparison between the past perfect projection and the future perfect projection that gives the leader incentive for action which will lead to anticipated rewards (Mitchell, Ortiz, & Mitchell, 1987). Leader action as action arises out of a

comparison of future and past projections and is articulated in the present perfect tense.

The past perfect projection can be thought of as the because of motive, the future perfect projection can be thought of as the in order to motive (Schutz, 1962), and the present perfect projection can be thought of as projected action. For example, assume a principal's past perfect projection informs him or her that regular student attendance in school has been less than desirable. Also, assume the principal's future perfect projection informs him or her that for students to be educated, they must be receiving instruction. In this example, the because of motive is student absenteeism, the in order to motive is educating students through classroom instruction, and the likely projected action of the principal would be to establish a new school attendance policy.

Projects, past, future, and present, are not merely abstract interpretations of past events, ambiguous hopes for the future, or impractical and undoable projects for the present. Projections are formulated and communicated by leaders to followers as projects in more-or-less specific and detailed terms; they are not mere fantasies, because they are doable with available resources within the constraints of the situation.

For purposes of understanding and analyzing administrative leadership in public schools, it is useful to conceptualize the nature of administrative projections in terms of the quality and intensity of four related yet independent project orientations. These orientations are concerned with organizational (1) goals,

(2) roles, (3) structures, and (4) units. Each of the orientations in turn can be understood in terms of two polar suborientations. The orientation concerned with organizational goals contains the suborientations of (1) production goals and (2) maintenance goals. The orientation concerned with organizational roles contains the suborientations of (1) formal roles and (2) informal roles. The orientation concerned with organizational structures contains (1) bonding structures and (2) differentiating structures. And, the orientation concerned with organizational units contains (1) institutional units and (2) individual units.

It is important to make several comments regarding the relationships among the four orientations and their respective suborientations. First, the categories of orientations and suborientations must be understood as analytic categories. Hence, in reality they are present simultaneously and not in isolation. Second, although all categories of orientations and suborientations are present simultaneously, the intensity among the categories may vary. And third, for purposes of parsimony, the categories of suborientations have been dichotomized as polar pairs. In actuality, the dichotomies represent the extremes of continuities.

The four orientational categories along with their associated suborientations as well as the relationship among the categories of administrator projection are presented in Figure 1.

Social Control

Social control of a leader involves establishing an emotional relationship between him or herself and one or more followers for the purpose of indirectly and/or directly controlling the follower's actions.

Social control can be conceptualized as the use of the mechanisms of authority, persuasion, exchange, and power (Spady & Mitchell, 1977; Mitchell & Spady, 1983) by a leader to control and influence followers in a formal organization. For purposes of the present theory of leadership, only the social control mechanisms of authority and power are utilized.

Social control associated with authority involves establishing and maintaining interpersonal relationships which have an authentic and substantive character. These relationships are intrinsically fulfilling to both leader and followers. Arising out of the authentic and substantive relationships are symbols, both tangible and intangible, which are extrinsic to the relationships. The symbols, when separated from authority relationships, become power resources for leaders. Leadership associated with power arises when a leader manipulates these power resources with the intent of controlling the behavior of followers.

When a leader cannot establish and/or maintain authority relationships with a follower or followers and the leader believes that compliance with the project is very important, the leader will likely resort to a power relationship with the follower or followers. Whereas establishment and maintenance of

authority relationships are problematic for leaders, the execution of power relationships produce uncertain responses by followers. At the extremes, a follower or followers may either comply or rebel. In a power relationship, the direction and intensity of follower response is always uncertain.

Power resources can be viewed by followers as either rewarding or punishing. When leaders employ rewards, voluntary behavior of followers typically results; when leaders employ punishments, involuntary yet compliant behavior of followers usually ensues. In order to avoid fear and anxiety associated with punishments, behavior of followers conforms to a leader's desires. It is important to underscore the notion that leadership associated with power can both voluntarily and involuntarily control the behavior of followers; whereas, only leadership associated with authority can induce followers to voluntarily embrace and fulfill desired projections.

Authority Modes

Authority relationships between a leader and followers can be analytically separated into four independent authority modes. These include charismatic, traditional, legal, and expert. Followers experience intimacy under a leader's charismatic authority and worthiness under traditional authority. Under legal authority, followers experience security and experience adequacy under expert authority. The authority modes and the relationship among them are presented in Figure 1.

Power Modes

Similar to authority relationships between a leader and followers, power relationships can be analytically separated into four corresponding independent modes. These include psychological, moral, contractual, and technical. Associated with each of these modes are rewarding and punishing resources. Followers experience acceptance when a leader employs rewarding psychological resources and rejection when punishing psychological resources are used. Honor is experienced by followers when a leader uses rewarding moral resources and shame when punishing moral resources are employed. Rewarding contractual resources used by a leader produce the experience of autonomy in followers, and punishing contractual resources produce a sense of coercion. The use of rewarding technical resources by a leader results in a sense of potency on the part of followers; where as, the use of punishing technical resources produces a feeling of manipulation. The power modes and the relationship among them are presented in Figure 1.

Action

Action is behavior oriented to fulfilling a projection. According to Schutz (1962, p. 67), "The term 'action' shall designate human conduct as an ongoing process which is devised by the actor in advance, that is, which is based upon a preconceived project." Here, leader action or administrative action is conduct oriented to getting followers to embrace a projection by employing social control. As stated previously, administrative action with respect to educational administrators is manifest in

terms of four related administrative functions. These include management, training, socialization, and evaluation of subordinates and others.

Action is the use of social control by a leader to get followers to conduct themselves in accordance with a projection. Action can be either authority based or power based. Authority based action involves four leader activities. These include (1) observation (viewing and seeing) (2) interpretation (telling and conveying), (3) representation (showing and demonstrating), and (4) authentication (confirming and disconfirming). Similarly, power based action involves four leader activities. These include (1) inspecting, (2) explaining, (3) posturing, and (4) sanctioning. It is through employing these activities that administrators as leaders accomplish the functions of management, training, socialization, and evaluation.

It is important to note that leader action based in authority involves a leader inducing followers to voluntarily hold and personally fulfill desired role and goal expectations and conforms to structural and unit obligations. Leader action based in power, on the other hand, involves a leader inducing followers to voluntarily or involuntarily display certain behaviors.

The functions associated with administrator action, management, training, socialization, and evaluation, along with both their authority and power based activities are shown in Figure 1.

Relationships among Projection, Social Control, and Action

Projection and Social Control

In order for a leader to get a follower or followers to understand and internalize, this is to say embrace, the leader's projections, certain particular qualities of relationships between the leader and follower or followers must take place; it is through these relationships that followers are likely to embrace the leader's projection. The quality of the relationships between a leader and followers differs with the various orientations of the leader's projection.

As noted previously, a leader's projection can be understood in terms of four polar pairs of analytically separable categories of orientations. The polar pair for organizational roles includes (1) formal roles and (2) informal roles; the polar pair for organizational goals includes (1) maintenance goals and (2) production goals; the polar pair for organizational structure includes (1) bonding structures and (2) differentiating structures; and the polar pair for organizational units includes (1) institutions and (2) individuals.

Projection and Authority Relationships

Component combinations and/or combinations of authority modes form the basis of a leader getting a follower or followers to embrace the qualities of the two polar suborientations in each of the four project orientations.

Organizational Roles and Authority

The legal authority mode along with components of the traditional and expert authority modes form the basis of a leader getting followers to embrace the project suborientation aimed at establishing and maintaining formal roles. On the other hand, the charismatic authority mode along with components of the traditional and expert authority modes form the basis of getting followers to embrace the suborientation aimed at establishing and maintaining informal roles.

Organizational Goals and Authority

The expert authority mode along with components of the legal and charismatic authority modes provide the basis of a leader getting followers to embrace the project suborientation aimed at establishing and continuing production goals. Whereas, the traditional authority mode along with components of the charismatic and legal authority modes provide the basis of a leader getting followers to embrace the project suborientation aimed at establishing and continuing maintenance goals.

Organizational Units and Authority

The traditional and legal authority modes form the basis of a leaders getting followers to embrace the project suborientation aimed at establishing and maintaining institutional units. Whereas, the charismatic and expert authority modes form the basis of a leader getting followers to embrace the project suborientation aimed at initiating and sustaining individual units.

Organizational Structures and Authority

The legal and expert authority modes form the basis of a leader getting followers to embrace the project suborientation aimed at establishing and maintaining differentiating structures. On the other hand, the traditional and charismatic authority modes form the basis of a leader getting followers to embrace the project suborientation aimed at establishing and maintaining bonding structures.

Projection and Power Relationships

In order for a leader to get a follower or followers merely to behave in accordance with the leader's projection, rather than embrace the projection, certain particular qualities of relationships between the leader and follower or follower must take place; it is through these relationship that followers are likely to behave in accordance with the leader's projection. The quality of the relationships provide followers experiences which differ according to the various orientations of the leader's projection.

Component combinations and/or combinations of power modes form the basis of a leader getting followers to behave in accordance with the qualities of the two polar suborientations in each of the four project orientations.

Organizational Roles and Power

The contractual power mode along with components of the moral and technical modes form the basis of a leader getting followers to behave in accordance with the project suborientation aimed at establishing and maintaining formal roles. On the other

hand, the psychological mode along with components of the moral and technical power modes form the basis of getting followers to behave in accordance with the project suborientation aimed at establishing and maintaining informal roles.

Organisational Goals and Power

The technical power mode along with components of the contractual and psychological modes provide the basis of a leader getting followers to behave in accordance with the project suborientations aimed at establishing and continuing production goals. Whereas, the moral power modes along with components of the psychological and contractual modes provide the basis for getting followers to behave in accordance with the project suborientation aimed at establishing and continuing maintenance goals.

Organizational Structures and Power

The moral and psychological power modes provide the basis of a leader getting followers to behave in accordance with the suborientation aimed at establishing and maintaining bonding structures. Whereas, the contractual and technical power modes form the basis for getting followers to behave in accordance with the project suborientation aimed at establishing and maintaining differentiating structures.

Organizational Units and Power

The moral and contractual power modes provide the basis of a leader getting followers to behave in accordance with the project suborientation aimed as establishing and maintaining institutional units. Whereas, the psychological and technical

power modes form the basis for getting followers to behave in accordance with the project suborientation aimed at establishing and maintaining individual units.

Social Control and Administrative Functions and Activities

It is important to understand that the authority and power based interactions between a leader and followers neither occur nor are experienced by the leader and followers as separate and unique experiences in-and-of themselves. Both authority and power based interactions occur during the normal course of interactions. In the case of school administration, school administrators as leaders will, while engaged in the administrative functions of management, evaluation, training, and socialization, employ both authority and power based interactions with followers. For authority based functions, these interactions will occur in the activities of observing, representing, interpreting, and authenticating; for power based functions, these interactions will be manifest in the activities of inspecting, explaining, posturing, and sanctioning.

Action, and Projection and Social Control

Not only are there important relationships between the various orientations and suborientations of a project and the modes of social control, there are also important relationships between the functional aspects of action, and the orientations and suborientations of projection and their associated mechanisms and related modes of social control.

Administrative Functions, and Projection and Social Control

As presented previously, there are four functional aspects of administrative action. These include management, socialization, training, and evaluation. The accomplishment of each of these functions has as its basis in action specific project orientations and/or suborientations and specific social control mechanisms and related modes.

Management, and Projection and Social Control

The management function is guided by components of the project suborientations concerned with establishing and maintaining formal roles, maintenance goals, both bonding and differentiating structures, and institutional units. Authority based management activities are enacted through the use of traditional and legal authority. And, power based management activities are accomplished through the use of moral and contractual power resources.

Socialization, and Projection and Social Control

The socialization function is guided by components of the project suborientations concerned with establishing and maintaining maintenance goals, informal roles, both institutional and individual units, and bonding structures. Authority based socialization activities are enacted through the use of traditional and charismatic authority. And, power based socialization activities are accomplished through the use of moral and psychological power.

Training, and Projection and Social Control

The training function is guided by components of the project suborientations concerned with the establishment and maintenance of production goals, informal roles, both bonding and differentiating structures, and individual units. Authority based training activities are enacted through the use of charismatic and expert authority. And, power based training activities are accomplished with the uses of psychological and technical power.

Evaluation, and Projection and Social Control

The evaluation function is guided by components of the project suborientations concerned with the establishment and maintenance of production goals, formal roles, both institutional and individual units, and differentiating structures. Authority based evaluation activities are enacted employing legal and expert authority. And, power based evaluation is accomplished using contractual and technical authority.

Administrative Functional Activities, and Projection and Social Control

All the authority based administrative functions involve the activities of observing, interpreting, representing, and authenticating; whereas, all the power based administrative functions involve the activities of inspecting, explaining, posturing, and sanctioning.

In summary, it is important to underscore the notion that in administrative action which is leadership involves consistency among project orientations (and suborientation), social control

mechanisms (and modes), and administrative functions (and activities).

Leadership Research

In addition to presenting a theory of leadership which focuses on leading, a second purpose of this paper is to indicate how the theory can be used in empirical investigations of leadership including school administrative leadership. In this section, the implications of the leadership theory for empirical research will be briefly presented.

Although not explicitly part of the theory, this paper argues that leadership can only be investigated under two rather specific conditions. Both of these conditions involve some degree of tension between a leader and some followers. Here it is assumed that leadership as leading can only be observed and investigated when a leader is working at getting at least some followers to follow, and there is some level of resistance. If there is no tension between a leaders and at least some followers, empirically it is impossible to determine if a leader as a leader has any impact on followers or if both the leader and followers are responding to some other condition or influence. Additionally, this paper argues that the activities associated with both leading and following are largely intuitive, spontaneous, and engaging. Hence, both leader and followers cannot report with much accuracy and precision the activities associated with leading and following. Furthermore, this paper assumes that most leadership is not heroic, but modest and subtle in character. Hence, typical forms of leadership may be

overlooked. The conditions under which leadership can be investigated, the limited ability of leaders and followers to report activities associated with leading and following, and the difficulties in identifying leaders all pose important constraints on the study of leadership. Hence, the design of research studies, the identification of sites and leaders, and the selection of research methods are critical in leadership studies which focus on leading.

Given the conditions necessary for empirically investigating leadership, the theory presented in this paper suggests that leadership studies must investigate at least three components of leadership. These include the projection of a leader, the social control of a leader with respect to followers, and the functions and associated activities of a leader. Each of these components requires a different research methodology. A leader's project can be most easily investigated using open ended, semi-structured interview data collection methods. The interview data can then be analyzed employing the categories of orientations and suborientation of a project. A leader's use of social control and the followers responses to social control can be investigated employing retrospective interviews of extreme cases. These cases would include investigating the relationships between leaders and the followers who, at one extreme, resist, and at the other, endorse the leader's project. Data from the retrospective interviews can be analyzed comparing extreme cases employing the analytic categories and subcategories of social control. A leader's activities in the functions of administration can be

investigated employing participant observation. Monthly, weekly, and daily theoretical sampling procedures can be used to efficiently collect these data. The data can be analyzed employing the administrative functions and activities analytic categories

Summary

In contrast to contemporary theories of leadership in general (Bass, 1981) and theories of educational administrative leadership in particular (Immengart, 1987), this paper posits an alternative theory of leadership. Drawing on the work of Mitchell, Ortiz, & Mitchell (1987), Mitchell, & Spady, (1983), and Spady, & Mitchell (1977), the paper argues that leadership has three fundamental components, projection and social control which are linked by action. Projection is the visualization in varying degrees of the details of a project to be completed. Educational administrators as leaders hold a projection or images of the school, district, or other unit which they administer and work to get subordinates to embrace and consistently act on and with the projection. Social control (Mitchell, & Spady, 1983; Spady, & Mitchell, 1977) encompasses two fundamentally different types of relationships between a leader and followers. Authority based relationships have a high probability of resulting in voluntary action on the part of followers. Power based action, on the other hand, results in compliant behavior, voluntary or involuntary, on the part of followers. Four different control modes are associated with both authority and power respectively. Social control involving authority includes the modes of

establishing and maintaining charismatic, traditional, legal, and expert relationships. And, social control involving power includes the modes of employing psychological, moral, contractual, and technical resources. Action is the process employing social control whereby educational administrators as leaders get subordinates, e.g. other administrators, teachers, staff members, students, and parents, to embrace and act to fulfill the project. Action is accomplished through the activities of observation or inspection, interpretation or explanation, representation or posturing, and authentication or sanctioning (Mitchell, Ortiz, & Mitchell, 1987) while fulfilling the administrative functions of management, evaluation, training, and socialization and employs at least two types of social control, authority and power . Educational administrators exhibit various leadership styles. A particular leadership style depends on the character of leader's projection, the mechanisms and modes in social control, and the emphasis in administrative action functions and activities.

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31 Figure 1. Analytic categories and subcategories of an administrative leadership theory.